

Interpreting and Society (A704080)

Course size *(nominal values; actual values may depend on programme)*

Credits 3.0 **Study time 90 h**

Course offerings in academic year 2024-2025

A (semester 2) Dutch Gent

Lecturers in academic year 2024-2025

Verhulst, Susan	LW22	staff member
Maryns, Katrijn	LW22	lecturer-in-charge

Offered in the following programmes in 2024-2025

	crdts	offering
Master of Science in Teaching in Languages(main subject Applied Language Studies)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, French)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, German)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Italian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Russian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Spanish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, English, Turkish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, German)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Italian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Russian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Spanish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, French, Turkish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Italian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Russian)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Spanish)	3	A
Master of Arts in Interpreting: a combination of at least two languages(main subject Dutch, German, Turkish)	3	A

Teaching languages

Dutch

Keywords

Linguistic diversity and inequality; Indexicality; Discourse representation; Interpreter deontology; Professional conduct; Institutional contexts.

Position of the course

This study unit aims to teach students to think critically about language, representation and interpreting as a social practice. Based on a pragmatic-contextual and sociolinguistic perspective on interpreted interaction, this course unit aims to provide insight into the role and

responsibility of the interpreter in representing the discourse and social identity of foreign language speakers in various institutional contexts. In addition, it aims to encourage students to delve deeper into the main deontological principles and challenges faced by social and sworn interpreters in their professional practice.

Contents

1. Critical analysis of the impact of discourse representation on the construction of social identity in institutional contexts.
2. Academic reflection and closer study of interpreted interaction using sociolinguistic concepts (indexicality, repertoire, superdiversity, inequality and voice).
3. Discussion of the key deontological principles (accuracy, neutrality, transparency, confidentiality and professionalism) on the basis of case studies and examples from the work field.
4. 'Bootcamps' in which students are immersed in the work field and the deontology of legal, health and asylum interpreters.
5. Intervision in which students present a case study to the group in order to stimulate mutual experience and insights.

Initial competences

The general competences that may be expected from an academic bachelor in a course-related discipline. Important: this course unit involves academic reflection on the student's own interpreting experience. Students therefore must combine this course unit with both general and specialised interpreting practice courses in at least one of their foreign languages.

Final competences

- 1 To have an advanced understanding of the impact of discourse representation on the construction of social identity in institutional contexts.
- 2 To reflect critically on the role and responsibilities of interpreters in society from a contextual approach to interpreted interaction.
- 3 To be able to analyze authentic case studies in a critical and scientifically founded way, using sociolinguistic concepts.
- 4 To be able to adequately apply the acquired knowledge about the deontology and the work field of the interpreter in concrete interpreting situations.

Conditions for credit contract

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Extra information on the teaching methods

- *Lecture* (response college): teaching matter is discussed in an interactional and demand-driven way, on the basis of case studies (*independent preparation* of articles, case studies is required)
- *Lecture* (response college): 'bootcamps' (legal interpreting/ medical interpreting/ asylum interpreting) with guest speakers from the work field
- *Microteaching*: intervision in which students report on their observations in the work field (on the basis of a logbook) and create learning situations for each other

Study material

None

References

- Blommaert, J. 2005. *Discourse. A Critical Introduction*. Cambridge: Cambridge University Press.
- Blommaert, J & B. Rampton (2011) Language and superdiversity. *Diversities* 13 (2): 1–21.
- Duranti, A. & Goodwin, C. (eds.). 1992. *Rethinking Context: Language as an Interactive Phenomenon*. Cambridge: Cambridge University Press.
- Hale, S. (2007) *Community Interpreting*. Basingstoke: Palgrave Macmillan.
- Inghilleri, M. 2012. *Interpreting Justice: Ethics, Politics and Language*. London: Routledge.
- Pöschhacker, F., Grbic, N., Mead, P. & Setton, R. (Eds.). 2015. *Routledge Encyclopedia of Interpreting Studies*. London: Routledge.
- Wadensjö, C. (1998) *Interpreting as Interaction*. London/New York: Longman.

Course content-related study coaching

By appointment

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment open-book

Examination methods in case of periodic assessment during the second examination period

Written assessment open-book

Examination methods in case of permanent assessment

Participation, Presentation

Possibilities of retake in case of permanent assessment

not applicable

Extra information on the examination methods

(PE1/ PE2) Written examination (open book) with open questions

- Conceptual-theoretical question (based on the syllabus)
- Literature question (based on the compulsory reading list)
- Analysis of a case (based on the internship experience)

(NPE) Participation and presentation in the context of the interventions:

- Presentation of an interpreting 'problem' from an academic and experiential perspective (drawing on the interpreting internships in court, police and medical settings)
- Attendance and active participation in the interventions

Calculation of the examination mark

Combination of continuous assessment (participation and presentation in the context of the interventions, i.e. 30% of the total score) and end-of-term evaluation (written open book exam, i.e. 70% of the total score).

Facilities for Working Students

Can be requested from the learning track counsellor.

Addendum

A4D0